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ABSTRACT

This report highlights trends of migrant education in Michigan from the late 1980s to the mid-1990s. Migrant education services include instruction in reading, math, oral language, English as a second language, and tutoring in other subjects. Support services include medical and dental screenings, career guidance, transportation, emergency clothing, coordination of food services, day care, and summer programs. This report describes industries that employ Michigan migratory workers (agriculture, forestry, and fisheries); overviews migrant education legislation; provides information on the number of children served by migrant education in Michigan; details the goals of migrant education; and reviews migrant education eligibility requirements. In addition, the report provides statistical data on Michigan's position within the United States in relation to the number of children served and program funding; program participants in terms of sex, ethnicity/race, qualifying activity, and migrant status; and data on migrant homebase states, intra- and interstate patterns, and monthly patterns of enrollment. The report finds that most of Michigan's migratory children are in elementary school; over half of migrants claim Michigan as their home state; since 1989, program funding has averaged about $11 million per year and the program has served an average of 18,500 children yearly; and approximately 75 percent of program participants are Hispanic. The appendix includes information on the location and type of migrant education projects in Michigan for 1995 and the number of children served by Michigan migrant education in terms of age, grade, season, and migrant status. Contains 19 references and a list of suggested reading materials. Includes numerous graphs and charts illustrating statistical data. (Contains 19 references) (LP)

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Statistical Brief No. 8
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PATTERNS AND TRENDS IN MICHIGAN MIGRANT EDUCATION

By

Mazin A. Heiderson, Ph.D.
and
Edgar R. Leon, Ph.D.

June 1996

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Michigan State University
112 Paolucci Building
East Lansing, MI 48824-1110
(517) 432-1317 • FAX (517) 432-2221

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SUMMARY

This statistical brief provides a portrait of Michigan Migrant Education from the late 1980's to the mid-1990's. It reviews the legislative highlights of the Migrant Education Law and the activities that employ migratory workers in Michigan: agriculture, forestry, and fisheries. Next, it details the goals of Migrant Education and the eligibility requirements for migratory children. Then, the report describes the state's profile within the U.S. scene for the number of children served and funding for the program. Basic counts and other statistical indicators are illustrated by tables and graphs.

These include a breakdown by sex, ethnicity/race, qualifying activity, migrant status, home base state, and monthly and seasonal movement. After that, the report describes the location and type of local and regional migrant education projects in Michigan. For each one year service cycle (regular school year plus the following summer), tables and graphs show the number of children served by Michigan Migrant Education by age/grade, season, migrant status (formerly migratory and currently migratory). A map showing the location and capacity for migrant labor camps licensed by the Michigan Department of Public Health (now called Community Health). Finally, a list of sources and related reading completes the report.

ACKNOWLEDGEMENT

This publication was produced in cooperation with the Michigan Department of Education's Migrant Education Program. For additional information or clarification of statistics contained in this paper, contact:

Mazin A. Heiderson, Ph.D.
Michigan Department of Education
Migrant Education Program
P.O. Box 30008
Lansing, MI 48909
(517) 373-4587

Edgar R. Leon, Ph.D.
Michigan Department of Education
Migrant Education Program
P.O. Box 30008
Lansing, MI 48909
(517) 373-4582

Patterns and Trends in Michigan Migrant Education

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INTRODUCTION

The State of Michigan through the Michigan Department of Education began operating a Migrant Education Program in 1966. Under this federally-funded program, school districts or nonprofit agencies received funds to operate supplementary educational programs for the children of migratory agricultural workers or migratory fishers. Typically, these educational services may include instruction in reading, math, oral language, English as a second language, and tutoring in other school subjects. In addition, the children get supportive services such as medical and dental screening and referral, career guidance, transportation to and from school, emergency clothing and coordination of food services provided by other programs. Day care may be provided to preschools to free their school age siblings from babysitting duties. Unlike the regular school, migrant education operates during the summer as well as the school year. Generally, summer programs serve a larger number of migratory children than school year programs, however, enrollments are substantial in fall and spring corresponding with planting and harvest employment of their parents.

Data presented in this publication is mostly from the 1989 to the 1995 service cycles. Each cycle comprises a school year and the following summer, e.g., 1989 is made up of the 1988-89 school year plus the summer of 1989. The federal funding cycle (Fiscal Year) is not the same. The Fiscal Year begins July 1 of one year and ends on June 30 of the following year. Both cycles are a full year. However, the service cycle is the regular school year *plus* the following summer vacation

The data portray the funding for migrant education in Michigan and the nation. They describe the number and percentage of migratory children in the 10 largest states. Other tables, charts, and figures show a breakdown of Michigan migratory children by sex, ethnicity/race, qualifying migrant activity (agriculture and fishing), and migrant status (mobile and settled-out). In addition, Michigan migratory children are identified by home base state and by migratory pattern (interstate and intrastate). *Interstate* migrants move between states or countries; *intrastate* migrants move within one state. The monthly and seasonal movement of migratory children in Michigan is also described. Data are presented on the age/grade distribution of migratory children served in Michigan by season (regular school year and summer). Finally, several maps show the location and type of local migrant education programs in the state for the past three years and a map of the six regional identification and recruitment projects.

In sum, this statistical brief accounts for the recent patterns and trends in Michigan Migrant Education. Data alone do not illustrate problems. But through a better understanding of migrant education, there is a clearer picture of the needs and issues of migrant children and their education.

OVERVIEW OF ACTIVITIES

Michigan Agriculture

The second leading industry, agriculture, contributed nearly $3.4 billion to the state's economy in 1994. The processing component of agriculture added another $4 billion. Cash sales of crops and livestock contributed $3.4 billion to the total. In 1994 approximately 10.7 million acres were used for farming, supporting about 52,000 farmers. More than 60 major commercial crops are produced each season. Nationally, Michigan ranks among the top three producers of 20 different crops. Michigan's "number one" crops include black turtle beans, cranberry beans, navy beans, other dry beans, blueberries, tart cherries, cucumbers for pickles, geraniums, Easter lilies, and hanging flowers. Michigan is the second largest producer of all dry beans, celery, bedding plants, gladiola, other lilies, and summer potatoes. It is the third largest producer of asparagus, dark kidney beans, snap beans and carrots. The state is the fourth producer of apples, small white dry beans, sweet cherries, fresh cucumbers, floriculture, concord grapes, prunes and plums, and tomatoes. Michigan ranks fifth in the production of light red kidney beans, all grapes, mohair, mushrooms, fresh bell peppers, poinsettias, and sugar beets. It is sixth in the production of cauliflower, maple syrup, milk sherbet, pears, and spearmint (see "List of Crops" on page 3).

Michigan's livestock and poultry industry accounts for about half of total cash receipts from farming. In 1995, the state's inventory of livestock was 1.2 million head of cattle with a value of $894 million. During 1994 chicken and egg production value was $52.2 million with eggs accounting for 97% of the total poultry production value. The state inventory of 1.25 million hogs and pigs in 1994 was valued at $184 million. In 1994, there were 95,000 sheep and lambs with a value of $4.2 million with an additional $311,000 for wool production. Michigan ranked seventh nationally in milk production and 10th in ice cream production in 1994. The 328,000 head of dairy cows produced 5.5 billion pounds of milk. The state's commercial trout farms produced 942,000 pound valued at $2.32 million making it seventh in the nation. Michigan also ranked seventh in the production of honey. In 1994, the state produced 7.7 million pounds of honey valued at $4.3 million.

Michigan Forestry

Forests cover 50% (19.3 million acres) of Michigan's total land area. They are used for both industry and recreation. The total timberland, or forest lands capable of producing commercial timber, cover 95% of Michigan's total forested lands. Hardwoods cover 75% of the of the timberlands and softwoods cover the remaining 25%. Michigan has the 5th largest timberlands acreage in the continental United States. Timberlands ownership in the state is as follows: 57% private noncommercial, 21% state, 14% federal, and 8% commercial forest industry

Michigan's forests contribute significantly to the state's economy. Forest-based industries (wood products industry, tourism, and recreation) support nearly 150,000 jobs statewide while contributing $10 billion to the state's economy. The wood products industry provides 75% of the economic value of the state's forests while forest-based tourism and recreation make up the remaining 25%.

Michigan residents use 800 million cubic feet of wood products annually. This is nearly equals the 830 million cubic feet of timber grown each year of the total timberlands. Annual timber harvest are about 350 million cubic feet, or just under half the annual timber growth and resident consumption of wood products.

Michigan Fisheries

Michigan borders four of the five Great Lakes, which collectively comprise the largest body of fresh water in the world. In addition, Michigan has over 10,000 inland lakes, and 36,000 miles of rivers and streams. Approximately 2 million individuals, including nearly 400,000 nonresidents purchase licenses to sport fish in Michigan each year. About one-third of Michigan anglers fish on the Great Lakes, while 45% fish inland lakes and 20% fish rivers and streams. Spending by sport fishermen in Michigan amounts to $1.7 billion, not including investments in boats, cottages, and real estate. The Great Lakes, Lake St. Clair, Houghton Lake, and Higgins Lake are intensively fished. Michigan is third in the nation in fishing licenses sold and first in the number of nonresident fishing.

Each year Michigan commercial fishermen take nearly 16 million pounds of fish from the Great Lakes, worth $10 million. Fish processing and marketing adds another $9 million to the state's economy. Whitefish account for about three-quarters of the total value. Native Americans fish in the northern parts of Lakes Michigan and Huron and eastern Lake Superior. State-Licensed fishermen are primarily restricted to northern Green Bay in Lake Michigan and Saginaw Bay in Lake Huron.

This general overview of Michigan agriculture, forestry, and fisheries underscores the rich diversity of seasonal employment in the state and the ways migrant workers add value to a number of different products. All combined, the industries of agriculture, forestry, and fisheries are of significant importance to the wealth of Michigan's economy. As highlighted in the list on the ensuing page, numerous state jobs are available to migrant workers.

LEGISLATIVE HIGHLIGHTS

Since mid-1960's, the Migrant Education Law has changed in significant ways. Authorized in 1966, Migrant Education Program (MEP) is part of a much larger federally funded program, the 1965 Elementary & Secondary Education Act (ESEA), designed to help low achieving poor children in the nation's schools. Since its inception, the MEP has gone through 10 renditions culminating in the 1994 ESEA amendment known as Improving America's Schools Act.

At the beginning of 1966, only 5 to 17-year-olds who had moved in the last twelve months (currently migratory) with their migratory agricultural worker parents were eligible for program services. The 1968 amendment extended services to formerly migratory children (those who moved, then settled-out) for a total of six years. The 1972 changes gave currently migratory children priority and allowed but did not fund services to preschoolers. In 1974, the program was expanded again to include the children of migratory fishers. The Migrant Student Record Transfer System (MSRTS) was funded directly as a grant in 1978. Before that, MSRTS was indirectly funded through state migrant education directors.

The 1988 amendment extended eligibility to children ages 3-21 and added the children of migratory dairy workers. Currently migratory preschoolers remained unfunded, but were given service priority over formerly migratory school age children. Changes in 1994 abolished MSRTS and returned its functions to the States. Services to formerly migratory children (now called "settled-out") was reduced to a total of three years. Mobile and settled-out children received the same funding, but the service priority shifted to low achieving children whose schooling was disrupted by the migratory lifestyle. The latest changes tied the MEP more closely to State and national school reforms and student performance standards. The hallmark of this comprehensive approach became the consolidated State and local program applications that sought to unify program goals and increase their joint effects.

LIST OF CROPS ON WHICH MIGRANTS WORK IN MICHIGAN

MAJOR CROPS	TYPE OF WORK	LENGTH OF SEASON	AREA OF STATE	METHOD OF PAYMENT
Apples	Pruning, training, thinning harvesting, packaging, loading	Mid-August — Mid-Nov. Pruning: Feb - April	S, SW, SE,W NW, Central	Piece Rate/Hourly
Asparagus	Harvesting	Mid-April - Late June	S, SW, SE, W, NW, Central	Piece Rate/Hourly
Beans, dry edible	Hoeing, weeding, thinning	Early June — Mid-August	Central, E	Piece Rate
Beans (snap, pole & green)	Weeding, harvesting, grading, packing	Early July - Frost	SE	Piece Rate
Bedding Plants	Potting, planting, shipping	Early January - Late July	Central, S, E, W	Piece Rate
Blackberries	Cleaning, hoeing, harvesting, packaging, shipping	Early June - Late July	SW, W, NW, SE	Piece Rate
Blueberries	Harvesting, packaging, shipping	Mid-July - Late August	S, SW,W, Central	Piece Rate/Hourly
Broccoli	Transplanting, weeding, harvesting, packaging	July - September Late June - Mid-October	W SE	Piece Rate/Hourly
Bulbs	Planting, weeding, harvesting, shipping	Early May - Late September	Central, West	Piece Rate/Hourly
Cabbage	Transplanting, weeding, harvesting, packaging, shipping	Mid-May - Late September	E, S, SE, SW, W, Central	Piece Rate/Hourly
Cantaloupe	Transplanting, weeding, harvesting	Mid-May - Early September	S, SW, W, SE, Central	Piece Rate/Hourly
Carrots	Thinning, hoeing, weeding, shipping, harvesting, sorting, packaging	Early May - Mid-October	S, SE, W, Central	Piece Rate/Hourly
Cauliflower	Transplanting, hoeing weeding, harvesting	Early August - Early Nov.	E, SE, SW, Central	Piece Rate/Hourly
Celery	Planting, transplanting, weeding, top, harvest, sort, package, ship	Early April - Early October	W, SE, Central	Piece Rate/Hourly
Cherries, sweet	Harvesting, pruning, process line, packaging	Early July - Mid-August Pruning: Feb - April	S, SW, W, NW	Piece Rate
Cherries, tart	Harvesting, pruning, process line	Early July - Mid-August Pruning: Feb - April	S, SW, W, NW	Piece Rate
Christmas Trees	Planting (limited)	Late April	SW	Piece Rate/Hourly
	Shearing, pruning, painting	Late June - August	W, NW	Piece Rate/Hourly
	Harvesting	November	W, NW	Piece Rate/Hourly
Corn, sweet	Weeding, harvesting, grading packing	Early June - Mid-September	SE	Piece Rate/Hourly
Cucumbers	Hoeing, weeding, thinning, training vines, harvesting	Early June - Mid-September	S, SE, W, SW, Central	Piece Rate/Hourly
Grapes	Pruning, harvesting	Late August - Early October	NW, SW, Central	Piece Rate/Hourly
Greens	Harvesting, packaging	Mid-June - Freeze	SE	Piece Rate/Hourly
Hay	Harvest Bailing, moving hay	June - August	Entire State	Hourly
Lettuce	Transplanting, weeding, harvesting packaging, shipping	Mid-May - Mid-September	S, SE, SW, Central	Piece Rate
Mushrooms	Planting, harvesting, packaging	Year round	E, Central	Piece Rate/Hourly
Nursery Plants	Potting, planting, transplanting, shipping	Early March - Late November	S, SE, W, Central	Piece Rate/Hourly
Onions	Transplanting, weeding, harvesting, sorting, bagging	Early March - Late September	E, W, SW, Central	Piece Rate/Hourly
Peaches	Pruning, thinning, harvesting	Mid-August - Mid-September Pruning: Feb - April	S, SE, SW, W, NW Central	Piece Rate/Hourly
Pears	Pruning, harvesting	Mid-August - Late September Pruning: Feb - April	S, SW, W, NW Central	Piece Rate
Peppers, bell	Transplanting, hoeing, weeding, harvesting, sorting, packaging	Mid-May - Mid-September	SW, Central	Piece Rate
Plums	Pruning, harvesting	Mid-August - Mid-September Pruning: Feb - April	S, SW, W, NW Central	Piece Rate
Potatoes	Weeding, grading, packing	August - End of October	SE	Piece Rate/Hourly
Pumpkins	Weeding, harvesting, loading	Early July - Mid-October	SE	Piece Rate/Hourly
Radishes	Weeding, grading, bunching	June - Freeze	SE	Piece Rate/Hourly
Raspberries	Cleaning, hoeing, harvesting, pack, ship	Early June - Late July	W, NW, SE, SW	Piece Rate
Sod	Tractor cut/roll, hand load/unload, deliver, unroll	Early May - Late September	S, E, W, Central	Hourly
Soybeans	Weeding, hoeing	Early June - Late July	E, W, Central	Piece Rate
Squash, summer	Weeding, harvesting, packing	July - Mid-September	SE	Piece Rate/Hourly
Squash, winter	Weeding, harvesting, packing	July - End of October	SE	Piece Rate/Hourly
Strawberries	Planting, cleaning, hoeing, harvesting, packaging, shipping	Early June - Late July	W, NW, SE, SW	Piece Rate
Sugar Beets	Thinning, hoeing, weeding	Early June - Mid-August	E, Central	Piece Rate/Hourly
Sugar Snap Peas	Harvesting	July - August	NW	Piece Rate/Hourly
Tomatoes	Transplanting, weeding, hoeing, harvesting, packaging, shipping	Late May - Late September	S, SE, SW, W, Central	Piece Rate/Hourly
Zucchini	Harvesting, packaging	July - Early September	W	Piece Rate/Hourly

Source: 1990 Michigan Agriculture Statistics and 1988 Michigan Food and Fiber Facts, Michigan Department of Agriculture
1992 MSU/CES Survey, Office of Migrant Services, Michigan Department of Social Services

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LOCATIONS OF MIGRANT EDUCATION PROGRAMS IN MICHIGAN, 1989-95

To serve the educational needs of migratory children in the state, Michigan has used grants from the federal government to deploy about 60 local migrant education programs in areas with significant concentration of migratory children. Figure A, and Figures G and H in the Appendix, describe the location and type of local migrant education programs in Michigan. As these maps indicate, the majority of children and projects are in the western part of Michigan's Lower Peninsula, what might be termed the lower and upper fruit and vegetable belts. A smaller pocket of programs exists in the Saginaw Valley, and the rest of the programs are dispersed widely. Fluctuations in the number of local migrant education programs reflects variations in agricultural activities from year to year as well as program consolidations to gain economics of scale in program operations. Figure B shows the location of licensed agricultural labor camps, which roughly correspond to the location of migrant education programs in Fig. A

The 1994 amendment to the Migrant Education Law allowed and even encouraged consolidated approaches to the education of migratory children. In 1996, eleven local migrant education programs chose to operate under consolidated applications.

In addition, Michigan funds six regional identification and recruitment projects covering the entire State to locate and serve migratory children not identified or served by local projects (Fig. C). The regional projects also help to enter data, distribute materials and conduct training workshops in their geographic areas. The Upper Peninsula does not have any agricultural labor camps.

NUMBER OF STUDENTS

Tables 8-14 (Appendix), and Charts 1-6, report the age or grade of migratory children served by Michigan migrant education programs since 1990.

For each year, the service is further broken down by season: regular school year and summer. In addition, the counts for 1989-94 report the classification of children by currently or formerly migratory. These categories were dropped with the October 1994 changes in the law. The overwhelming majority of migratory children in Michigan are in grade 6 or below. More specifically, about two-thirds of school year children are in grade 6 or below, and three-quarters of the children during the summer fall within that range. Grades K-4 account for most of the children in the elementary school range.

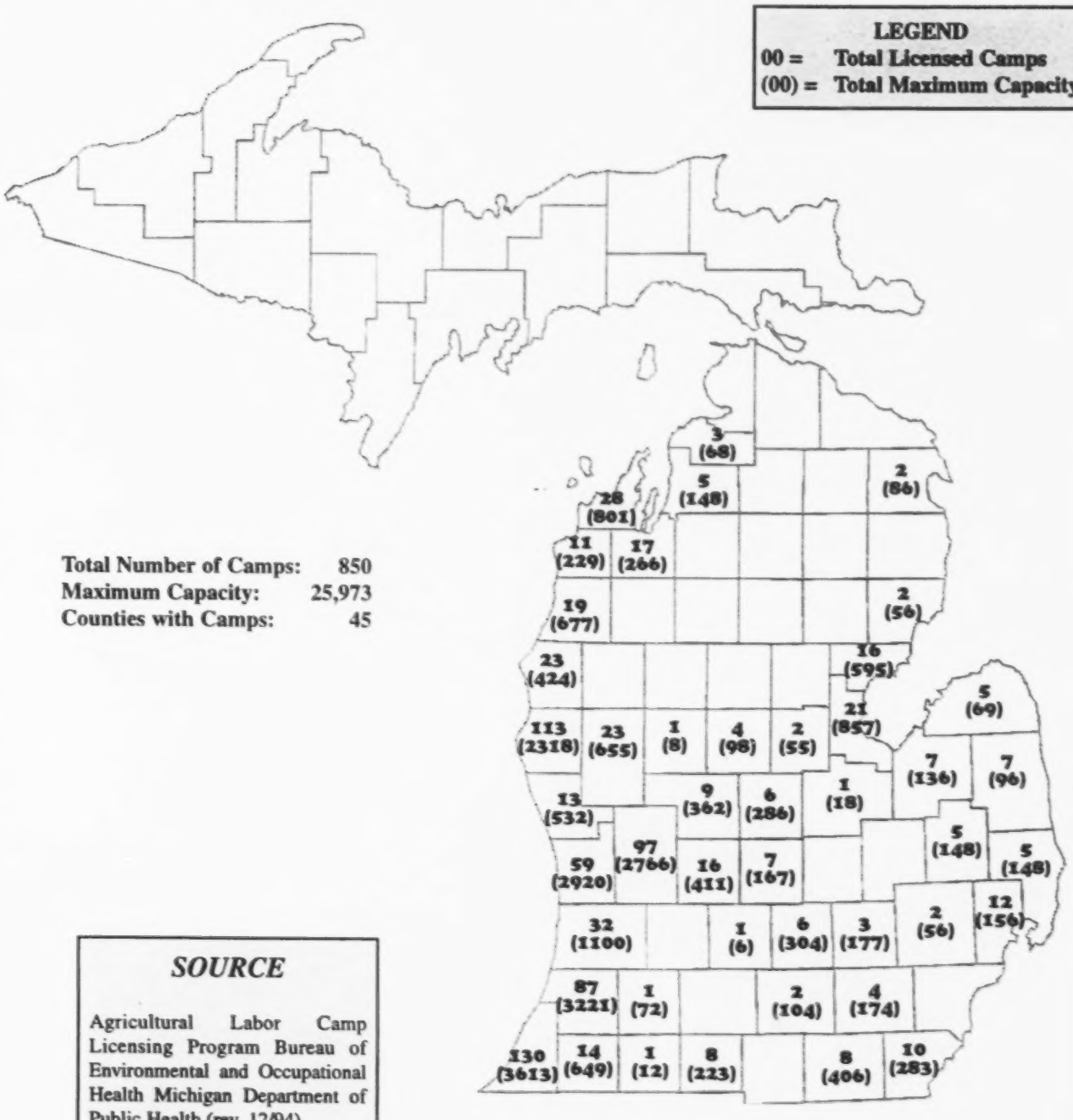
The 1994 amendment to ESEA included Title I-Part A-Basic Programs Helping Disadvantaged Children Meet High Standards, Part B-Even Start Family Literacy and Part C-Education of Migratory Children. Other sections include Title II-Eisenhower Professional Development Programs (Science & Math), Title III-Technology Acquisition Programs, Title IV-Safe and Drug-Free Schools and Communities and Title VII-Bilingual Education. As with previous reauthorizations, the legislation extended for five years programs funded under the 1965 Elementary & Secondary Education Act.

(text continues on page 9)

MICHIGAN MIGRANT EDUCATION
HARVEST OF HOPE

FIG. A. LOCATION AND TYPE OF MIGRANT EDUCATION PROJECTS IN MICHIGAN FOR FY96

FIG. B. 1994 MICHIGAN
LICENSED AGRICULTURAL LABOR CAMPS



Total Number of Camps: 850
Maximum Capacity: 25,973
Counties with Camps: 45

SOURCE

Agricultural Labor Camp Licensing Program Bureau of Environmental and Occupational Health Michigan Department of Public Health (rev. 12/94)

FIG. C. MICHIGAN MIGRANT EDUCATION

Six Identification & Recruitment Regions

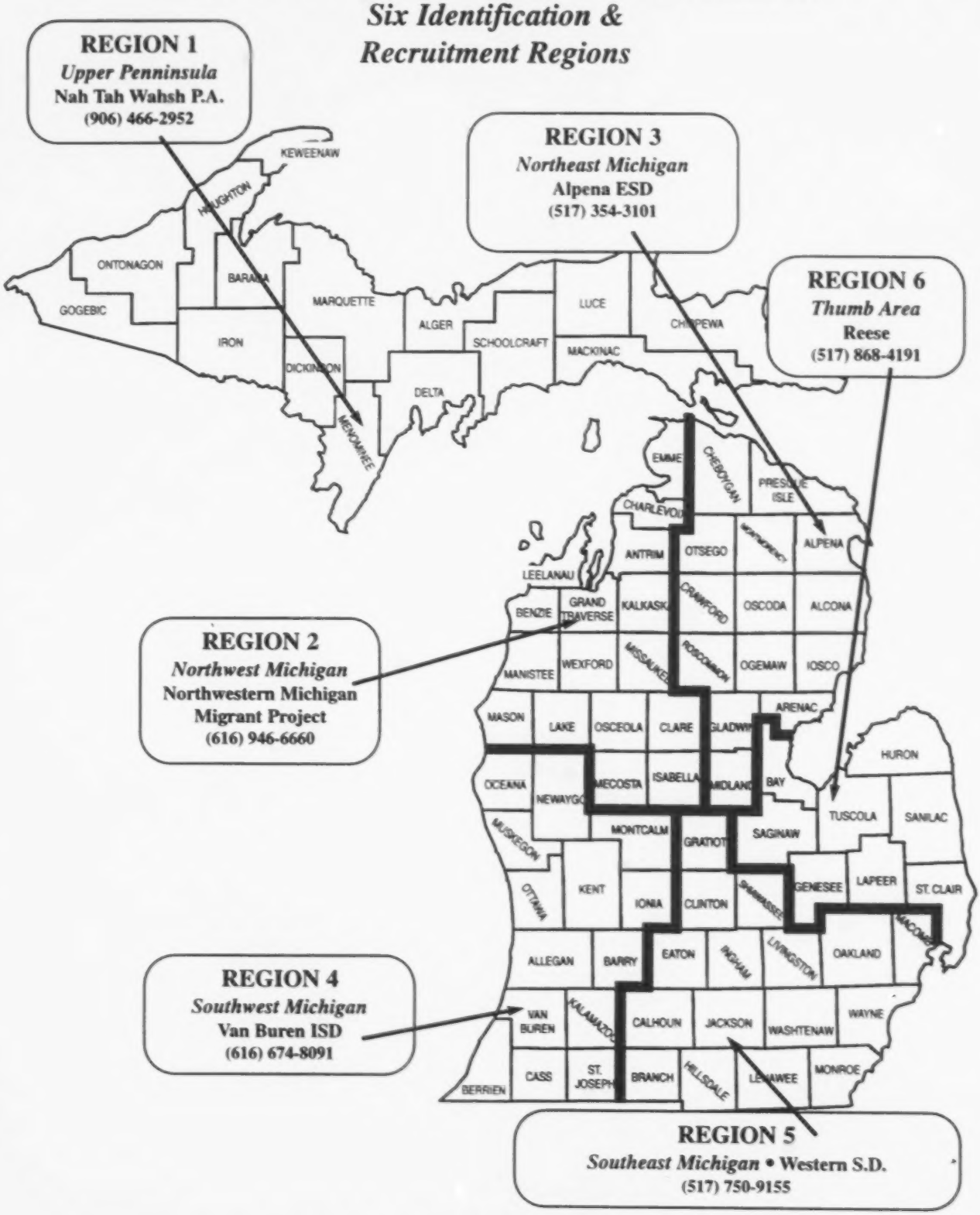


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Chart 1. 1995 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

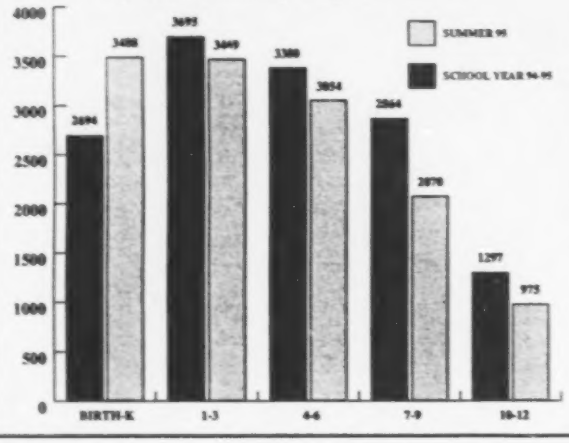


Chart 2. 1994 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

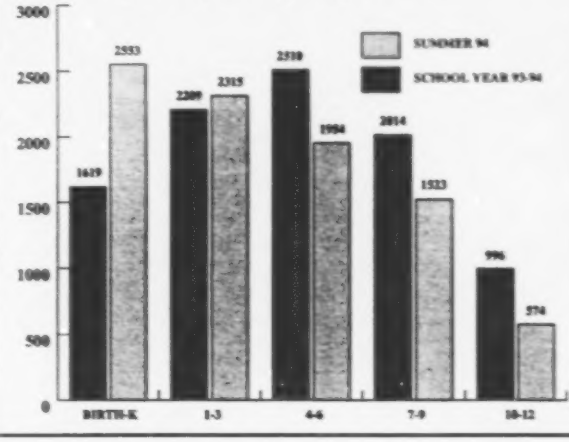


Chart 3. 1993 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

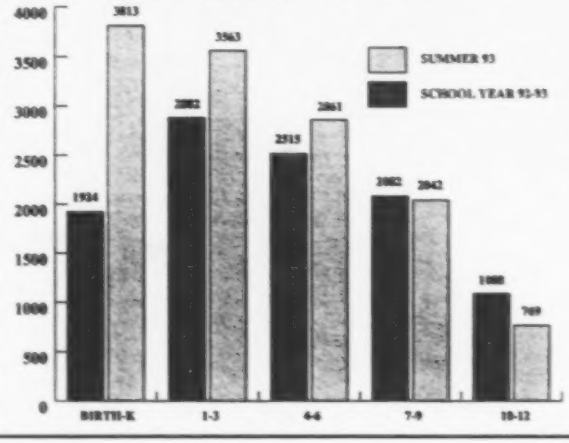


Chart 4. 1992 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

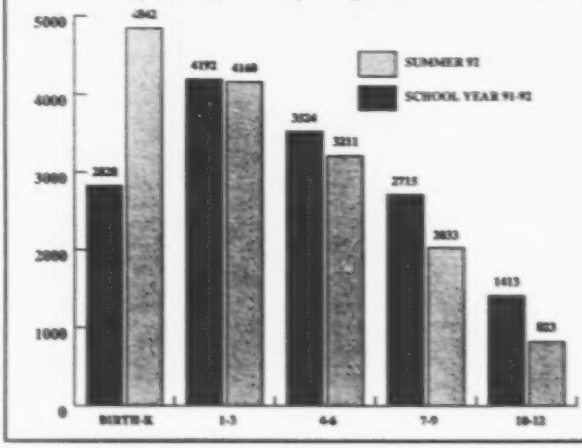


Chart 5. 1991 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

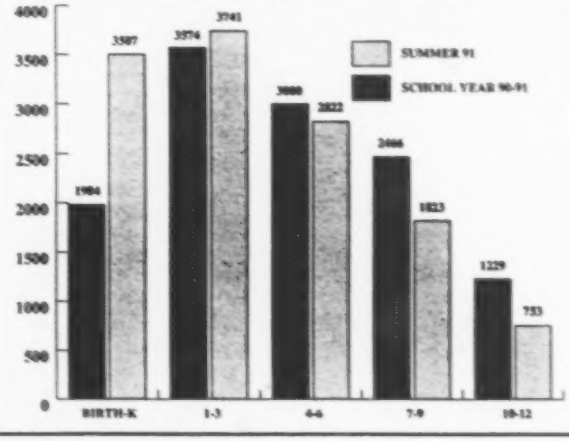
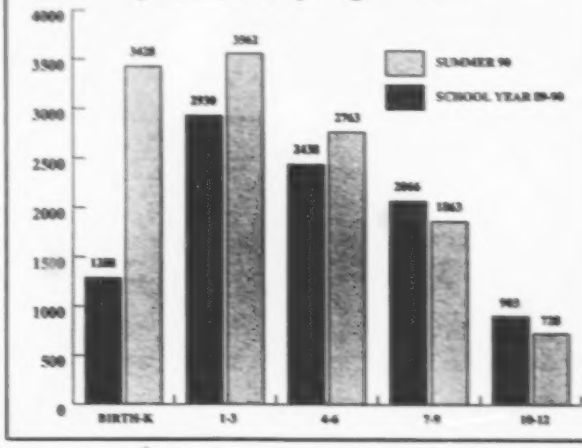


Chart 6. 1990 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status



ELIGIBILITY FOR THE MIGRANT EDUCATION PROGRAM

Before a child can receive services through the migrant education program, his or her eligibility is determined by filling out a Michigan Family Certificate of Eligibility (COE). The COE is a legal document completed by a migrant education recruiter on behalf of a local or regional migrant education program. The COE (Fig. D) contains basic biographical data on a migrant family as well as some health and education data. It is the source for federal funding decisions about migrant education to the states.

Recruiters receive training in the rules governing eligibility and they get various job aids to help them do their work. Among those is the Recruiter's Guide to Qualifying Migrant Work in Michigan (Fig. E).

A simple decision procedure (Fig. F) is used to determine basic eligibility by a migrant education recruiter. Those who qualify then receive instructional and support services from a local or regional migrant education program. Five key terms are important in this process:

1. **Qualifying Activity:** Any temporary or seasonal agricultural or fishing work can be considered as long as it constitutes a principal means of livelihood.
2. **Agricultural Work:** Any activity related to the production or processing of crops, forestry, dairy production, poultry, livestock or fish farms for initial commercial sale or subsistence.
3. **Fishing Work:** Any activity related to catching or processing of fish or shellfish for initial commercial sale or personal subsistence.
4. **Temporary Employment:** Work related to agricultural or fishing activities lasting less than 12 months.
5. **Seasonal Employment:** Work related to agricultural or fishing activities that depend on the natural cycles of the earth, typically the four seasons.

Fig. D. Michigan Family Certificate of Eligibility

Fig. E. Recruiter's Guide to Qualifying Migrant Work in Michigan

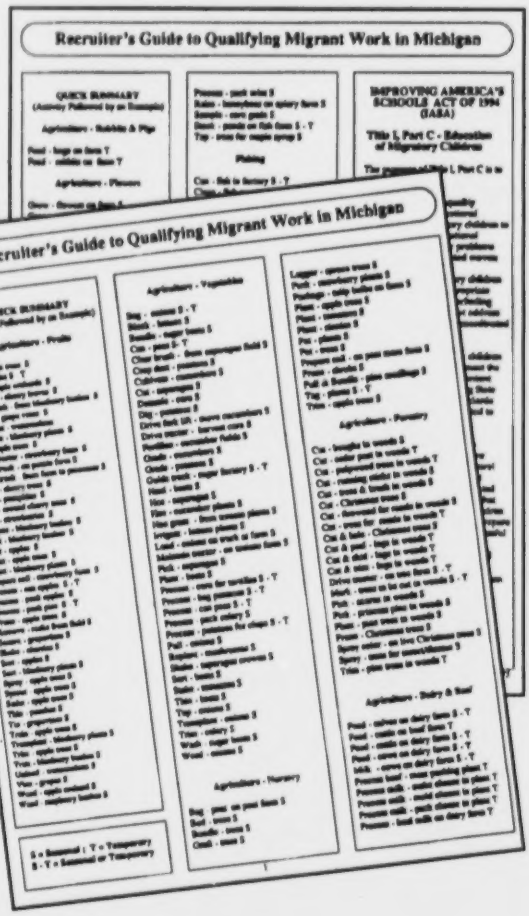


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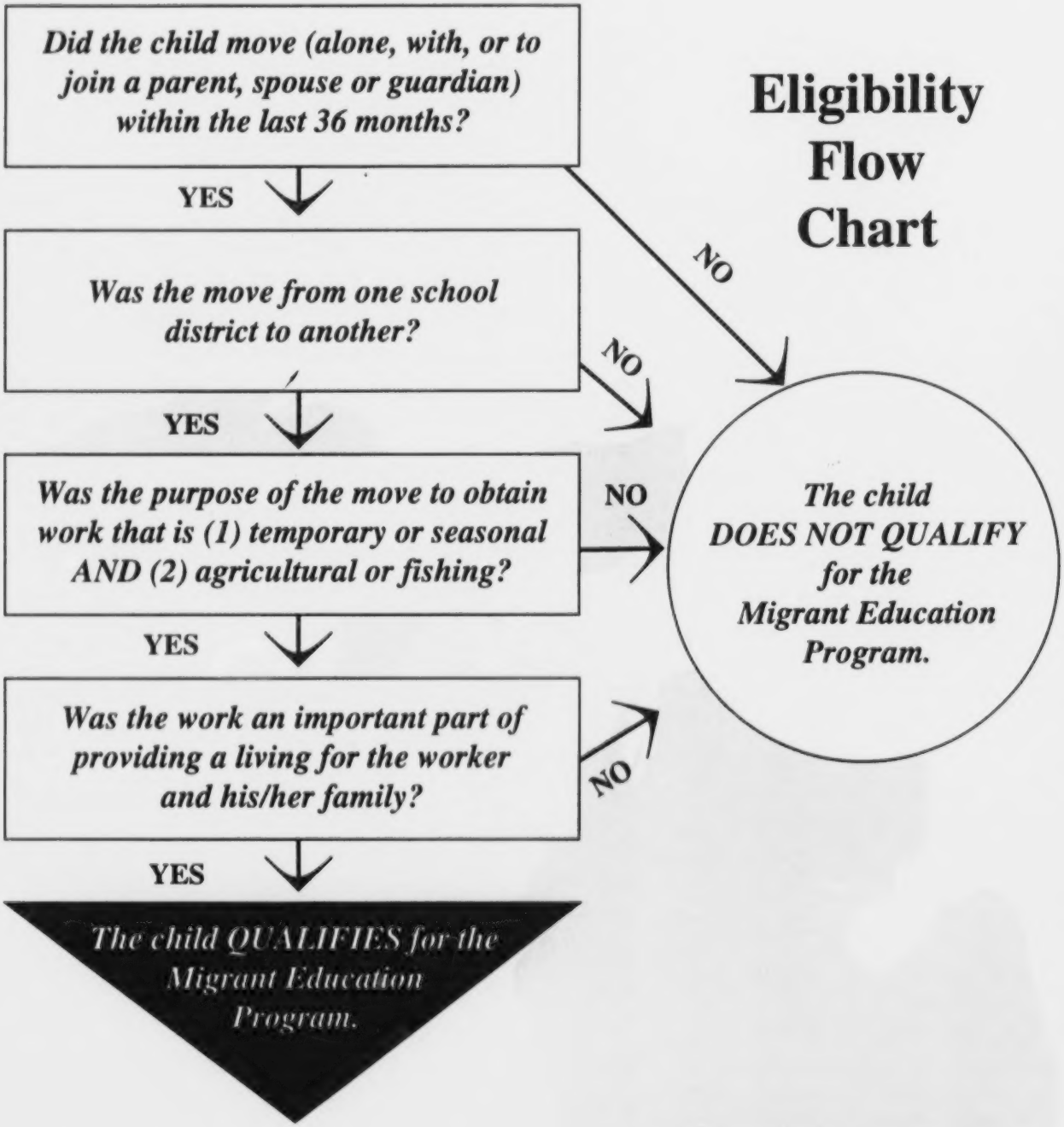
Fig. F. Key Questions for Determining a Child's Eligibility for Services in the Migrant Education Program


Eligibility Flow Chart
Did the child move (alone, with, or to join a parent, spouse or guardian) within the last 36 months?
YES
NO
Was the move from one school district to another?
YES
NO
Was the purpose of the move to obtain work that is (1) temporary or seasonal AND (2) agricultural or fishing?
YES
NO
Was the work an important part of providing a living for the worker and his/her family?
YES
NO
The child QUALIFIES for the Migrant Education Program.
The child DOES NOT QUALIFY for the Migrant Education Program.

Source: Preliminary Guidance for Migrant Education Program, Title I, Part C, Public Law 103-382, U.S. Department of Education, Washington, D.C., 1995

GOALS OF MIGRANT EDUCATION

Michigan operates the Migrant Education in accordance with federal law and adheres to its goals and requirements. The purpose of Title I, Part C - Education of Migratory Children of the Improving America's Schools Act of 1994 is to assist States to:

1. **Support** high-quality comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;

2. **Ensure** that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;

3. **Ensure** that migratory children have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet;

4. **Design** programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to post secondary education or employment; and

5. **Ensure** that migratory children benefit from State and local systemic reforms.

MICHIGAN'S POSITION WITHIN THE NATIONAL SCENE

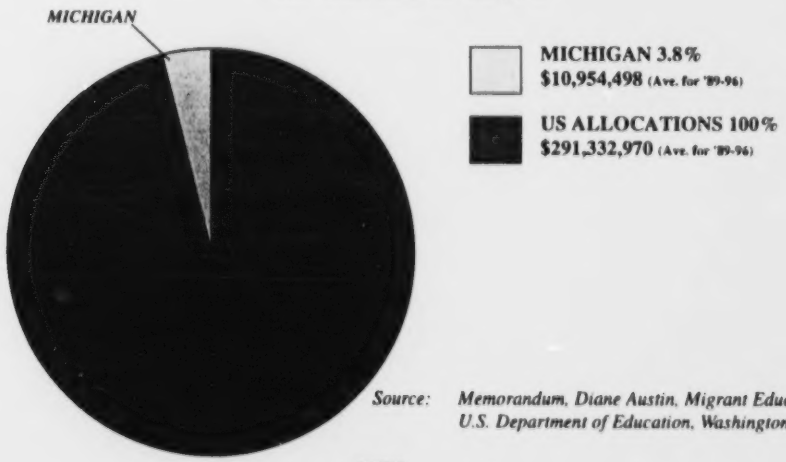
In the last eight years (1989-1996), national funding for Migrant Education has hovered around three hundred million dollars. During the same period, Michigan's share has fluctuated narrowly from $8-12 million averaging $10,954,498. As Table 1 and Chart 7 show, Michigan has received between 3 to 4% of the national allocation averaging 3.8%.

Table 1. 1989-1996 Allocations of Migrant Education Funds for U.S. and Michigan

YEAR	*U.S. ALLOCATIONS*	*MICHIGAN ALLOCATIONS*	*MICHIGAN AS % OF U.S.*
1989	$283,579,378	$8,934,233	3.15%
1990	$263,920,000	$9,151,135	3.47%
1991	$274,029,098	$10,499,947	3.83%
1992	$294,596,000	$11,724,452	3.98%
1993	$308,298,000	$12,096,612	3.92%
1994	$295,573,280	$11,997,713	4.06%
1995	$305,193,000	$11,257,927	3.69%
1996	$305,475,000	$11,973,962	3.92%
AVERAGE 89-96	*$291,332,970*	*$10,954,498*	*3.75%*

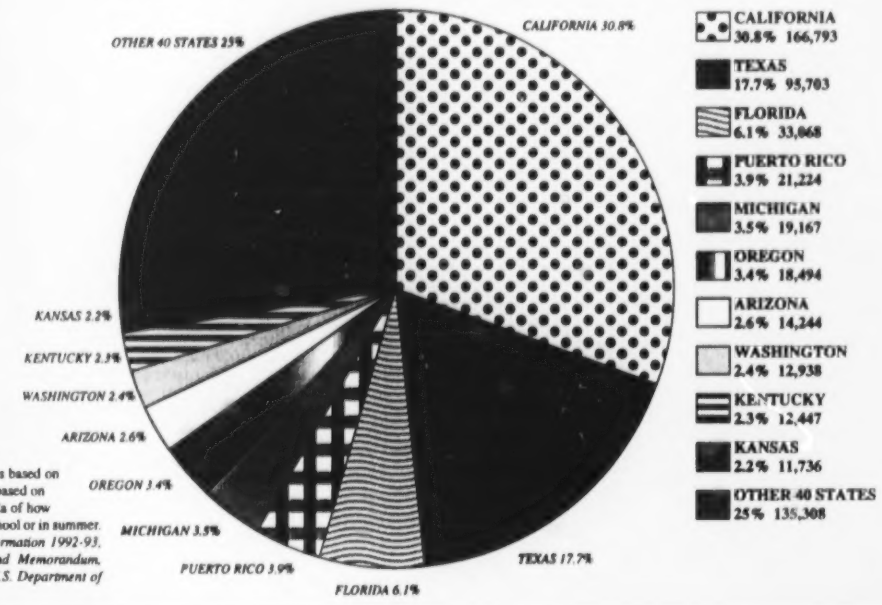
Source: Memorandum, Diane Austin, Migrant Education Office, U.S. Department of Education, Washington, D.C., Mar. 13, 1996.

Chart 7. 1989-1996 Allocations of Migrant Education Funds for U.S. and Michigan



Source: Memorandum, Diane Austin, Migrant Education Office, U.S. Department of Education, Washington, D.C., March 13, 1996

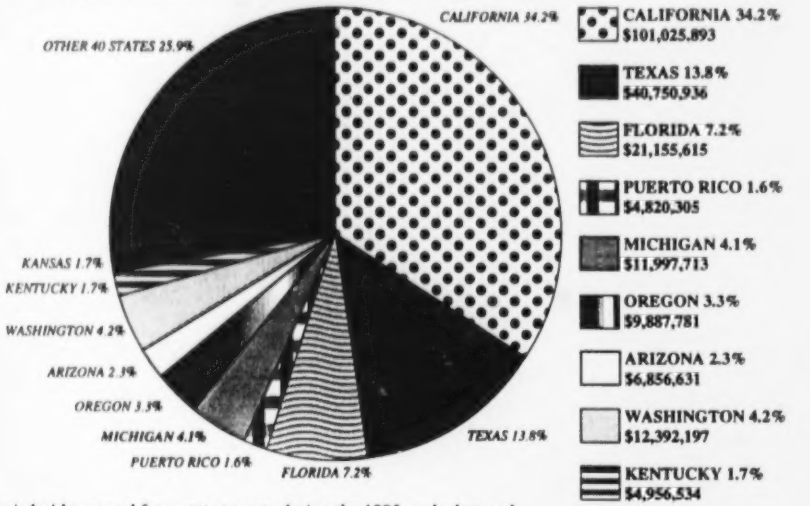
Chart 8. Counts of Children Served in Ten Largest States and Remaining United States



Duplicated Count: The allocation from one year is based on the counts from the previous year. However, it isn't based on headcount as shown. It's based on a weighted formula of how many children are present or served during regular school or in summer.
Source: State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table A.3 and Memorandum, Francis V. Corrigan, Migrant Education Director, U.S. Department of Education, Washington, D.C., Jan. 27, 1994

Charts 8 reveals that Michigan is fifth of the top 10 states serving migrant children. Chart 8, in particular, shows that the budget allocation for the leading states for 1993. Chart 9 provides a count of children for the 10 leading states in 1993. Only four states have more migrant children: California, Texas, Florida and Puerto Rico. The top 10 states have three-quarters (75%) of the children and get almost the same proportion of the money (74.1%). Michigan gets a slightly higher proportion (Chart 9) of the money (4.1%) than the proportion of children (3.5%) warrants, because a higher percentage of Michigan migrant children are currently migratory, and the allocation was weighted in favor of the mobile children. Puerto Rico does not fit the proportional funding rules, because it gets funded according to special rules applicable to this state alone.

Chart 9. Allocations for Migrant Education Programs in Ten Largest States and Remaining United States



Count Note: A child is counted twice or more is he/she moved from state to state during the 1993 cycle, but each state's count is unduplicated
Source: State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table A.3 and Memorandum, Francis V. Corrigan, Migrant Education Director, U.S. Department of Education, Washington, D.C., Jan. 27, 1994

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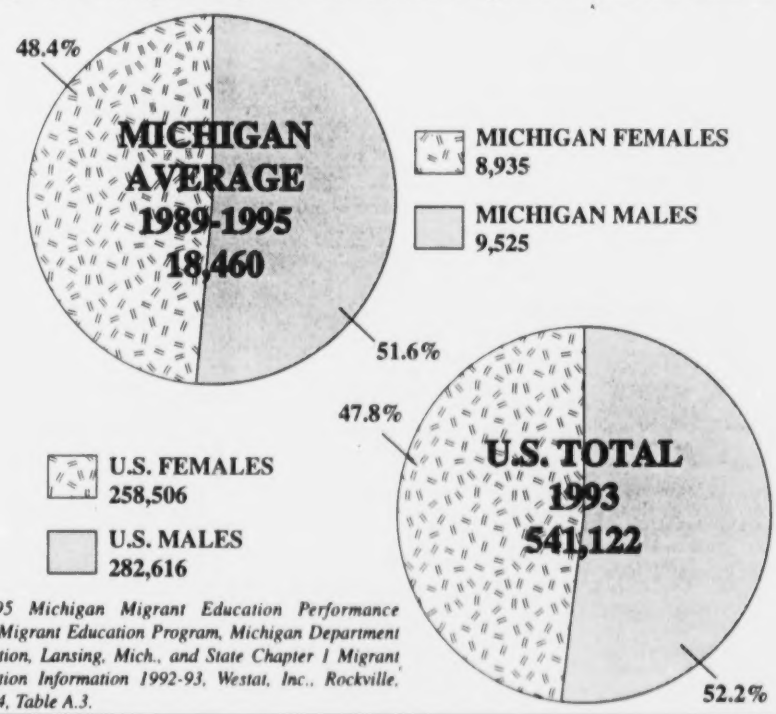
PROFILE OF PARTICIPANTS

Despite common perceptions that more females than males would be enrolled in Migrant Education programs, the proportions are almost even with a slight edge for males.

Approximately half of Michigan migrant children are male and half are female with a slight edge for the males (51.6% to 48.4%). The proportions are almost identical for the national picture (Chart 10 and Table 2). The overwhelming majority (98.6%) of Michigan migrant children accompany their migratory agricultural parents while only a small proportion 1.4% move because with their migratory fisher parents.

Chart 10. 1989-1995 Average Count by Sex of Children Served by the Michigan Migrant Education Program and in the U.S. in 1993



Sources: 1985-1995 Michigan Migrant Education Performance Reports, Migrant Education Program, Michigan Department of Education, Lansing, Mich., and State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table A.3.

Table 2. 1989-1995 Count by Sex of Children Served by the Michigan Education Program and in the U.S. in 1993

YEAR	MALE		FEMALE		TOTAL
	Number	*Percent*	*Number*	*Percent*	
1989	7,818	51.66%	7,317	48.34%	15,135
1990	9,307	51.83%	8,650	48.17%	17,957
1991	9,868	51.37%	9,341	48.63%	19,209
1992	10,906	51.61%	10,225	48.39%	21,131
1993	9,868	51.48%	9,299	48.52%	19,167
1994	7,978	51.61%	7,480	48.39%	15,458
1995	10,932	51.66%	10,231	48.34%	21,163
MI AVERAGE 89-95	**9,525**	**51.60%**	**8,935**	**48.40%**	**18,460**
U.S. 1993	***282,616***	***52.23%***	***258,506***	***47.77%***	***541,122***

Sources: 1985-1995 Michigan Migrant Education Performance Reports, Migrant Education Program, Michigan Department of Education, Lansing, Mich., and State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table A.3.

During the past seven years (1989-95), the ethnic/racial breakdown of Michigan migrant children has averaged 72.7% Hispanic, 15% White, 6.3% Unreported, 2.8% American Indian, 2.2% Black and 1% Asian (Chart 11 and Table 3). The national data is slightly different with more Hispanics and Asians, and fewer American Indians.

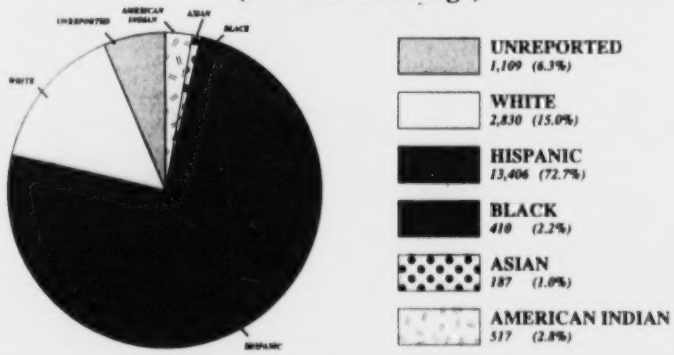
Actually, Michigan's Hispanic migratory children are closer to the national picture, because the unreported category is probably all Hispanic. In 1995, the ethnic/racial data was collected by local migrant education programs. Consequently, the unreported category disappeared and the Hispanic category increased to 77.9%, which is almost identical to the national picture of 79.8% Hispanic.

Table 3. Count By Ethnicity/Race of Children Served by the Michigan Migrant Education Program
1989-1995 Average

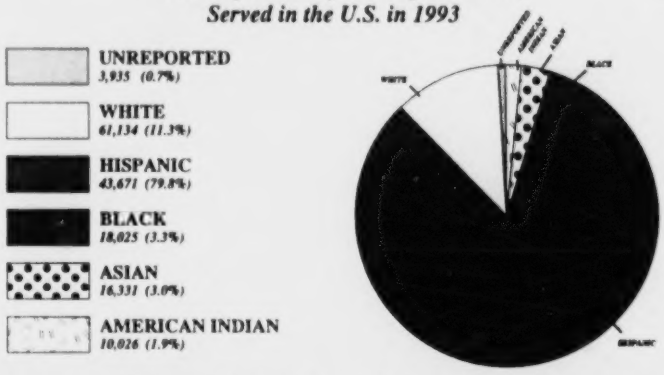
YEAR	AMERICAN INDIAN		ASIAN		BLACK		HISPANIC		WHITE		UNREPORTED		TOTAL
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	
1989	404	2.7%	156	1.0%	210	1.4%	10,584	69.9%	1,698	11.2%	2,083	13.8%	15,135
1990	540	3.0%	194	1.1%	347	1.9%	12,573	70.0%	2,519	14.0%	1,784	9.9%	17,957
1991	564	2.9%	205	1.1%	375	2.0%	13,452	70.0%	3,150	16.4%	1,463	7.6%	19,209
1992	606	2.9%	205	1.0%	533	2.5%	14,373	68.0%	4,275	20.2%	1,139	5.4%	21,131
1993	549	2.9%	170	0.9%	470	2.5%	13,814	72.1%	3,373	17.6%	791	4.1%	19,167
1994	341	2.2%	156	1.0%	373	2.4%	12,557	81.2%	1,528	9.9%	503	3.3%	15,458
1995	617	2.9%	226	1.1%	562	2.7%	16,491	77.9%	3,267	15.4%	0	0.0%	21,163
Ave. 89-95	***517***	***2.8%***	***187***	***1.0%***	***410***	***2.2%***	***13,406***	***72.7%***	***2,830***	***15.0%***	***1,109***	***6.3%***	***18,460***
U.S. 1993	**10,026**	**1.9%**	**16,331**	**3.0%**	**18,025**	**3.3%**	**431,671**	**79.8%**	**61,134**	**11.3%**	**3,935**	**0.7%**	**541,122**

Count Note: A child is counted twice or more is he/she moved from state to state during the 1993 cycle, but each state's count is unduplicated
Source: State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table A.3 and Memorandum, Francis V. Corrigan, Migrant Education Director, U.S. Department of Education, Washington, D.C., Jan. 27, 1994

Chart 11. Count by Ethnicity/Race of Children Served by the Michigan Migrant Education Program (1989-1995 Average)



Count By Ethnicity/Race of Children Served in the U.S. in 1993



Count Note: A child is counted twice or more is he/she moved from state to state during the 1993 cycle, but each state's count is unduplicated
Source: State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table A.3 and Memorandum, Francis V. Corrigan, Migrant Education Director, U.S. Department of Education, Washington, D.C., Jan. 27, 1994

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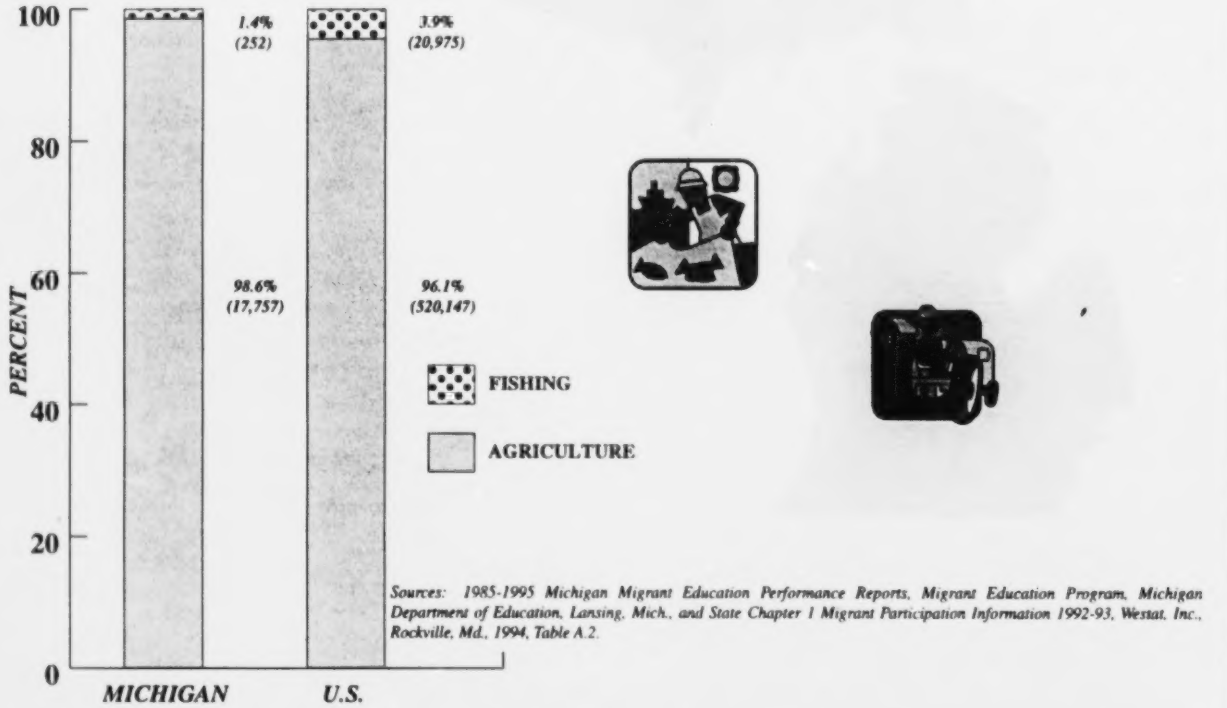
Michigan has ninth largest American Indian population estimated at 54,000. Treaty rights give American Indians fishing privileges not available to the general population. Indians migrate to fish and log in the upper Great Lakes region.

In Michigan, migratory fishers are mostly Native Americans along the Great Lakes in the upper part of the Lower Peninsula and the Upper Peninsula. The national picture for qualifying activity is close, but not identical to Michigan (Chart 12 and Table 4).

Chart 12. 1989-1994 Percent and Count By Qualifying Activity of Children Served by the Michigan Migrant Education Program and in the U.S. in 1993



Sources: 1985-1995 Michigan Migrant Education Performance Reports, Migrant Education Program, Michigan Department of Education, Lansing, Mich., and State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table A.2.

Table 4. 1989-1995 Count by Qualifying Activity of Children Served by the Michigan Education Program and in the U.S. in 1993

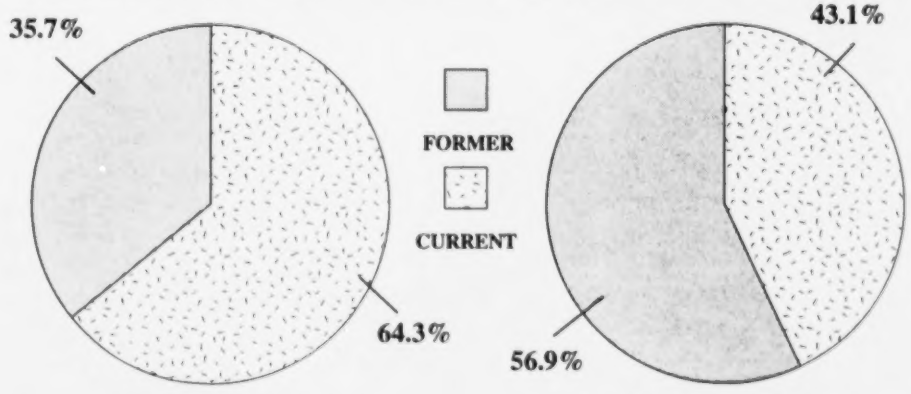
YEAR	AGRICULTURE		FISHING		TOTAL
	Number	*Percent*	*Number*	*Percent*	
1989	14,865	98.22%	270	1.78%	15,135
1990	17,580	97.90%	377	2.10%	17,957
1991	18,921	98.50%	288	1.50%	19,209
1992	20,880	98.81%	251	1.19%	21,131
1993	18,967	98.96%	200	1.04%	19,167
1994	15,331	99.18%	127	0.82%	15,458
MI AVERAGE 89-94	**17,757**	**98.59%**	**252**	**1.41%**	**18,010**
U.S. 1993	***520,147***	***96.12%***	***20,975***	***3.88%***	***541,122***

Sources: 1985-1995 Michigan Migrant Education Performance Reports, Migrant Education Program, Michigan Department of Education, Lansing, Mich., and State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table A.2.

As defined by law, settled-out migratory children may be served by Migrant Education for a total of three years: the year of the qualifying move and an additional two years. Until 1995, settled-out migratory children were eligible for a total of six years. Data from 1989-1994 (Chart 13 and Table 5) shows that Michigan's migrant children were about two-thirds (64.3%) currently migratory and one-third (35.7%) formerly migratory. This profile differs significantly from the national picture in one important way: Michigan has more "current" migratory children enrolled compared to the nation 64.3% vs. 43.1%, respectively. Starting in 1995, the data on migrant students is not collected by the categories of currently and formerly migratory and the eligibility was shortened for settled-out children from 6 to 3 years. As a result of this change, Michigan lost eligibility for about a fifth (21.5%) of the formerly migratory children.

Generally speaking, since 1989 Michigan has had a steady flow of migratory children in its Migrant Education program. Annual fluctuations in the number of children served reflect changes in agricultural activities and recruiting effectiveness. The economic and agricultural situation in sending states and countries (Mexico) has an effect on the number of migrant laborers coming to Michigan. International agreements, like NAFTA, also play a part.

Chart 13. 1989-1994 Count by Migrant Status of Children Served by the Michigan Migrant Education Program and in the U.S. in 1993



MICHIGAN		*UNITED STATES*	
FORMER	(6,454)	FORMER	(307,845)
CURRENT	(11,556)	CURRENT	(233,277)

Sources: 1985-1995 Michigan Migrant Education Performance Reports, Migrant Education Program, Michigan Department of Education, Lansing, Mich., and State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table B.2.

Table 5. 1989-1995 Count by Migrant Status of Children Served by the Michigan Education Program and in the U.S. in 1993

YEAR	CURRENTLY		FORMERLY		TOTAL
	Number	*Percent*	*Number*	*Percent*	
1989	10,061	66.5%	5,074	33.5%	15,135
1990	11,979	66.7%	5,978	33.3%	17,957
1991	12,275	63.9%	6,934	36.1%	19,209
1992	13,361	63.2%	7,770	36.8%	21,131
1993	11,618	60.6%	7,549	39.4%	19,167
1994	10,039	64.9%	5,419	35.1%	15,458
MI AVERAGE 89-94	**11,556**	**64.3%**	**6,454**	**35.7%**	**18,010**
U.S. 1993	***233,277***	***43.1%***	***307,845***	***56.9%***	***541,122***

Sources: 1985-1995 Michigan Migrant Education Performance Reports, Migrant Education Program, Michigan Department of Education, Lansing, Mich., and State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table B.2.

MIGRANT HOMEBASE AND INTRA-INTER-STATE PATTERNS

The vast majority of migrant children in Michigan count four states as their home base (Chart 14). In descending order these four are: Michigan 51.8%, Texas 29.3%, Florida 12.3% and Mexico 3.1%. Together the above four home base states accounted for 96.5% of migrant children in Michigan in 1994.

Reduction in the years of eligibility in 1994 from six to three years meant that fewer settled-out migratory children are eligible for services. Table 6 does not have a row for 1995 because migratory children were not reported by migrant status (mobile and settled-out) from 1995 onward.

The step-down in eligibility because of the 1994 changes alter the mix slightly but not significantly. The new percentages for home base become: Michigan 40%, Texas 32.5%, Florida 13.7% and Mexico 3.5%. Just as important are the number of children whose home base is reported as Texas but is in reality Mexico. A clue to this miscount is the number of children from Texas whose home address is given as a post office box in Texas. If this were verified, it would increase by at least a third the number of children with a Mexico home base making it 4.7% and reducing Texas home base students to 31.4%.

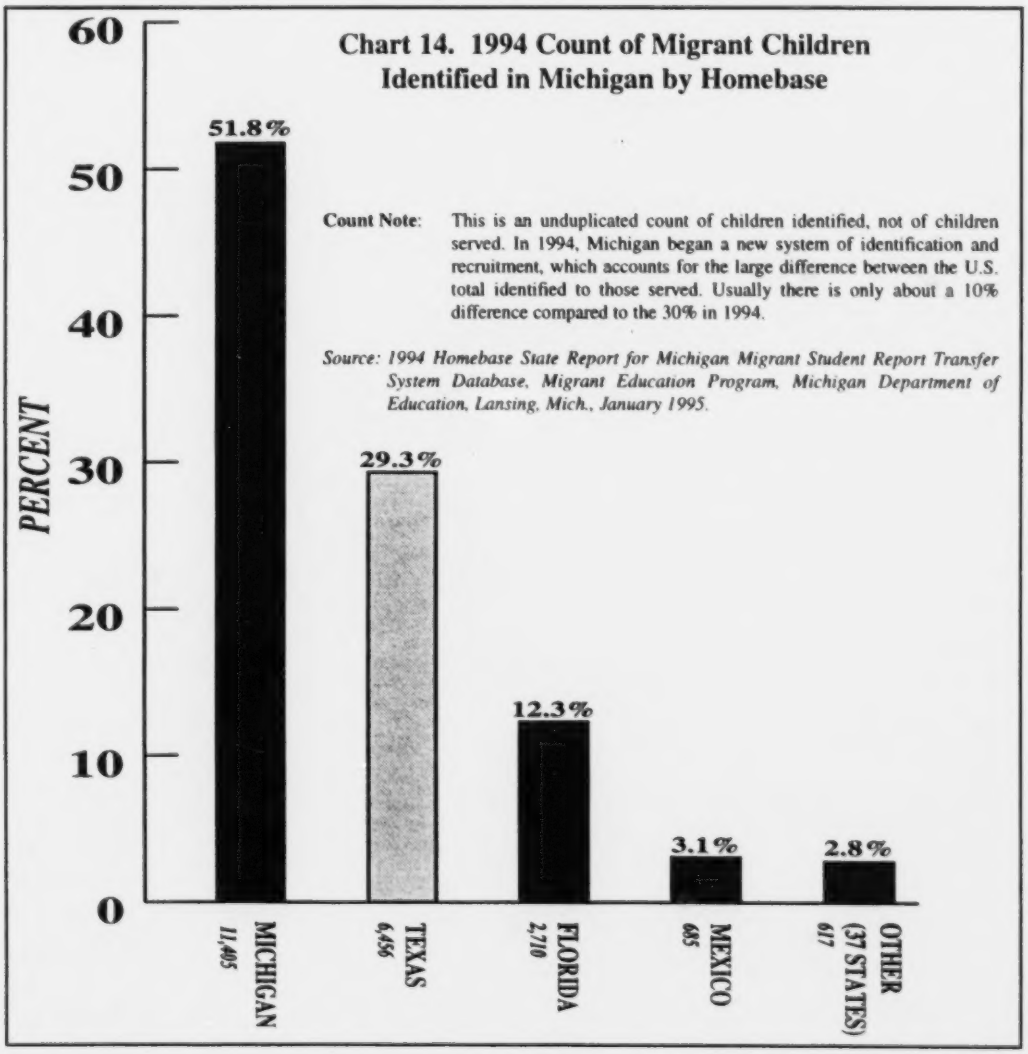
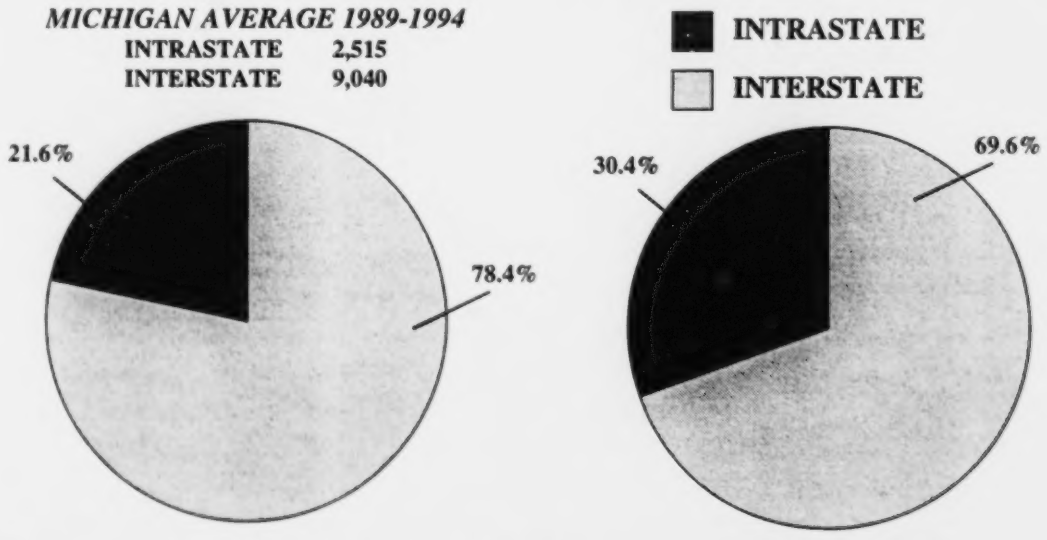


Chart 14. 1994 Count of Migrant Children Identified in Michigan by Homebase
Count Note: This is an unduplicated count of children identified, not of children served. In 1994, Michigan began a new system of identification and recruitment, which accounts for the large difference between the U.S. total identified to those served. Usually there is only about a 10% difference compared to the 30% in 1994.
Source: 1994 Homebase State Report for Michigan Migrant Student Report Transfer System Database, Migrant Education Program, Michigan Department of Education, Lansing, Mich., January 1995.
PERCENT
60
50
40
30
20
10
0
51.8%
29.3%
12.3%
3.1%
2.8%
MICHIGAN 11,405
TEXAS 6,456
FLORIDA 2,710
MEXICO 685
OTHER (37 STATES) 617

About eight out of 10 (78.4%) currently migratory children in Michigan are interstate migrants and the rest (21.6%) are intrastate migrants (Chart 15 and Table 6).

Nationally about seven out of 10 migrant children are interstate migrants.

Chart 15. 1989-199 Interstate and Intrastate Count of Currently Migratory Children Served by the Michigan Migrant Education Program and in the U.S. in 1993



Sources: 1989-95 Michigan Migrant Education Performance Reports, Migrant Education Program, Michigan Department of Education, Lansing, Mich., and State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table B.2.

Table 6. 1989-1994 Interstate and Intrastate Count of Currently Migratory Children Served by the Michigan Education Program and in the U.S. in 1992 and 1993

YEAR	INTERSTATE		INTRASTATE		TOTAL
	Number	*Percent*	*Number*	*Percent*	
1989	8,036	79.9%	2,025	20.13%	10,061.00
1990	9,518	79.5%	2,461	20.54%	11,979.00
1991	9,634	78.5%	2,641	21.52%	12,275.00
1992	10,055	75.3%	3,306	24.74%	13,361.00
1993	8,904	76.6%	2,714	23.36%	11,618.00
1994	8,096	80.6%	1,943	19.35%	10,039.00
MI AVERAGE 89-94	***9,040***	***78.4%***	***2,515***	***21.6%***	***11,556***
U.S. 1992	**172,162**	**70.5%**	**72,016**	**29.5%**	**244,178**
U.S. 1993	***162,281***	***69.6%***	***70,996***	***30.43%***	***233,277***

Sources: 1989-95 Michigan Migrant Education Performance Reports, Migrant Education Program, Michigan Department of Education, Lansing, Mich., and State Chapter 1 Migrant Participation Information 1992-93, Westat, Inc., Rockville, Md., 1994, Table B.2.

MONTHLY PATTERNS OF ENROLLMENT

Migratory children do not have a summer vacation, but they have a chance to catch up on school work in the summer.

Chart 16 and Table 7 illustrate the monthly and seasonal movement of currently migratory children in Michigan by showing enrollments and withdrawals for currently migratory children in 1993. Over two-thirds (72%) of the movement occurs during the summer and one-third (28%) during the school year.

Chart 16. Monthly and Seasonal Movement of Migratory Children in Michigan
Regular School Year = September — May

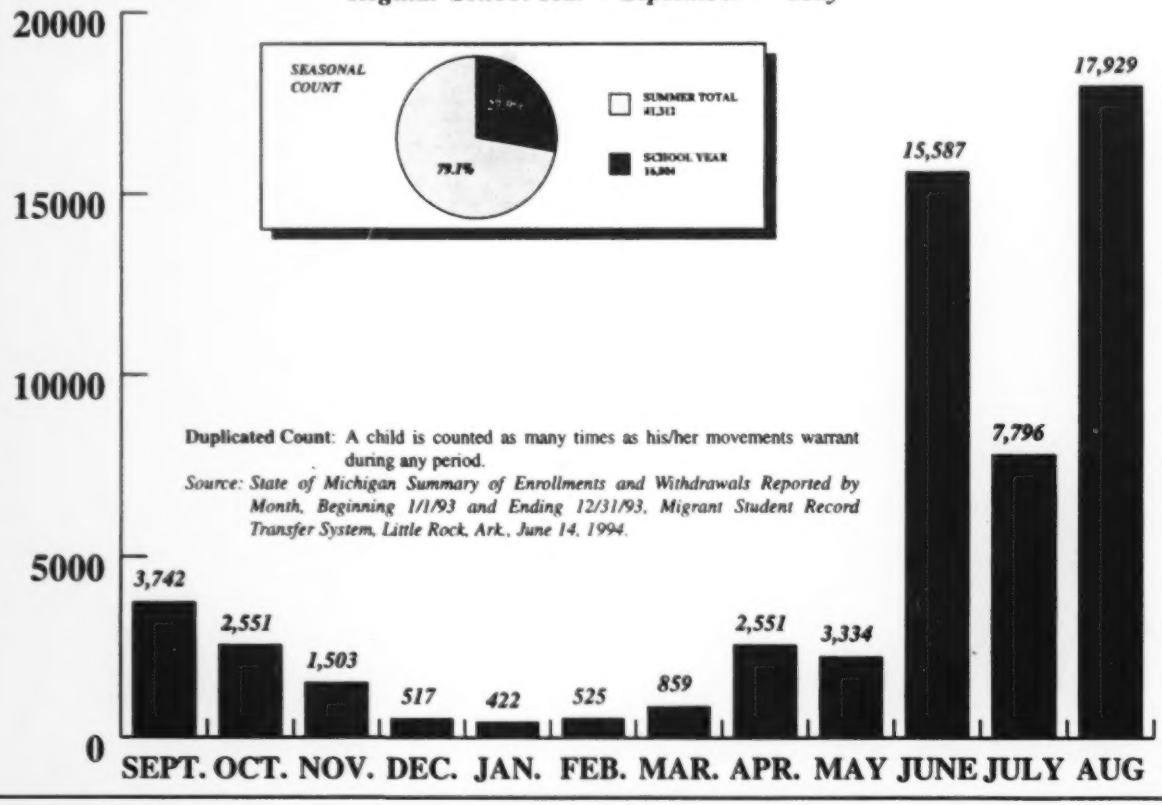


Table 7. Monthly and Seasonal Movement of Migratory Children in Michigan
Regular School Year = September-May

ACTIVITY	SEP.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUN.	JUL.	AUG.	
Enrollments	3087	516	518	341	361	456	814	2494	3167	12062	5987	7977	
Withdrawals	655	2035	985	176	61	69	45	57	167	3525	1809	9952	
TOTAL	3742	2551	1503	517	422	525	859	2551	3334	15587	7796	17929	
SEASON	Regular School Year Total = 16,004									Summer Total = 41,312			

Duplicated Count: A child is counted as many times as his/her movements warrant during any period.
Source: State of Michigan Summary of Enrollments and Withdrawals Reported by Month, Beginning 1/1/93 and Ending 12/31/93, Migrant Student Record Transfer System, Little Rock, Ark., June 14, 1994.

CONCLUSIONS

The presence of migratory children in Michigan is related to the state's economic well-being. The parents of these children, migratory agricultural workers, are a vital part of Michigan agriculture, the second leading industry. Although eligible for the entire range of schooling (preschool - 12th grade), most migratory children are in grade 6 and below. Slightly over half (51.8%) count Michigan as their home state followed by Texas (29.3%), Florida (12.3%), and Mexico (3.1%).

Over the past eight years, funding for Michigan Migrant Education has been fairly stable averaging about $11 million per year. At the same time, the number of children served by migrant education programs has averaged about 18,500. The state ranks fifth from the top in the number of children served and fourth in the amount of money it receives to operate its education programs. The overwhelming number of children (98.6%) qualify on the basis of agricultural work and the rest (1.4%) qualify on the basis of fishing work. The children are almost evenly divided between males and females, however, the ethnic/racial breakdown shows that about three-quarters (72.7%) are Hispanics, followed by Whites (15%), American Indians (2.8%), Blacks (2.2%), and Asians (1%). The rest (6.3%) did not report ethnicity/race, but they are strongly suspected of being Hispanic.

Three-quarters of the participation (enrollments and withdrawals from migrant education programs) occurs during the summer in June, July and August. One-quarter of the participation occurs during the regular school year from September to May. This is a clear reversal of the normal schooling pattern of the larger society. The concentration of migratory children in the elementary stage of education is relatively higher than the funds allocated to this range of participants. Programs designed to educate these children must take note of these differences and deploy their resources and effort to serve the actual needs of these children. Coordination with other school programs should also note that the foundations of learning characterizing elementary education should be the main concern for Michigan's migrant education.

Contrary to common perceptions, intrastate coordination (within Michigan) between migrant education programs is more important than interstate coordination (outside Michigan). That includes the academic continuity of programs as well as the exchange of school and medical records. This shift in focus is required by the fact that about half of the migratory children list Michigan as their home state. Lastly, we suggest a list of research questions and concerns that require further consideration about this neglected and nearly invisible group of children.

FUTURE RESEARCH

There are a number of issues which have not been addressed by this report. The following research questions may be derived from the data presented.

1. Are the intra-state migration patterns being studied in order to coordinate the state's educational program?
2. Is there a way to address the mismatch between the migrant student arrival to the state of Michigan and the regular school program?
3. How do migrant attrition rates compare to regular student attrition?
4. Is there a mismatch between service delivery and intensity of migrant program effort?
5. Is there equal coordination efforts between the state of Michigan and the sending states of Texas, Florida and Mexico?
6. What is the current quality of each migrant education program? What are the strengths?
7. What is intensity of K-6 training and technical assistance being provided by the state of Michigan?
8. Does the migrant education program personnel reflect the need of the migrant student population in Michigan?
9. What is the composition of the all migrant education personnel in Michigan?
10. What is the migrant student drop-out rate in Michigan?
11. What positive effects would an agricultural vocational technical education have over migrant students?
12. What are effective teaching techniques to be used with migrant students?
13. What are the ESL (English as a Second Language) needs and efforts needed for Michigan migrant students?
14. What are the components of an effective migrant education program as it relates to academic progress?
15. What effects does the Michigan agricultural patterns have over the migrant student educational program continuity?
16. Is there a mismatch between the migrant student arrival to the state of Michigan and the summer program?

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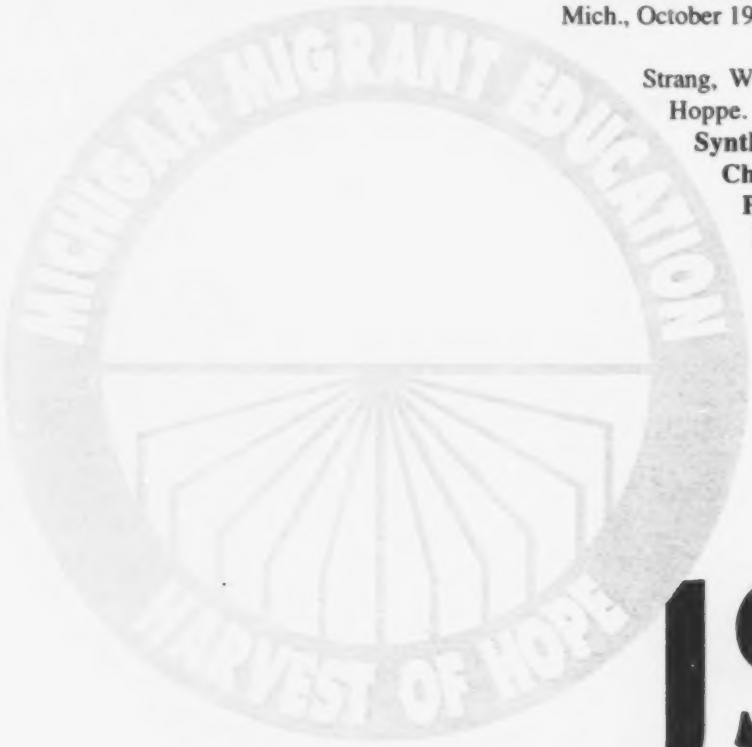

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FIG. G. LOCATION AND TYPE OF MIGRANT EDUCATION PROJECTS IN MICHIGAN FOR FY95

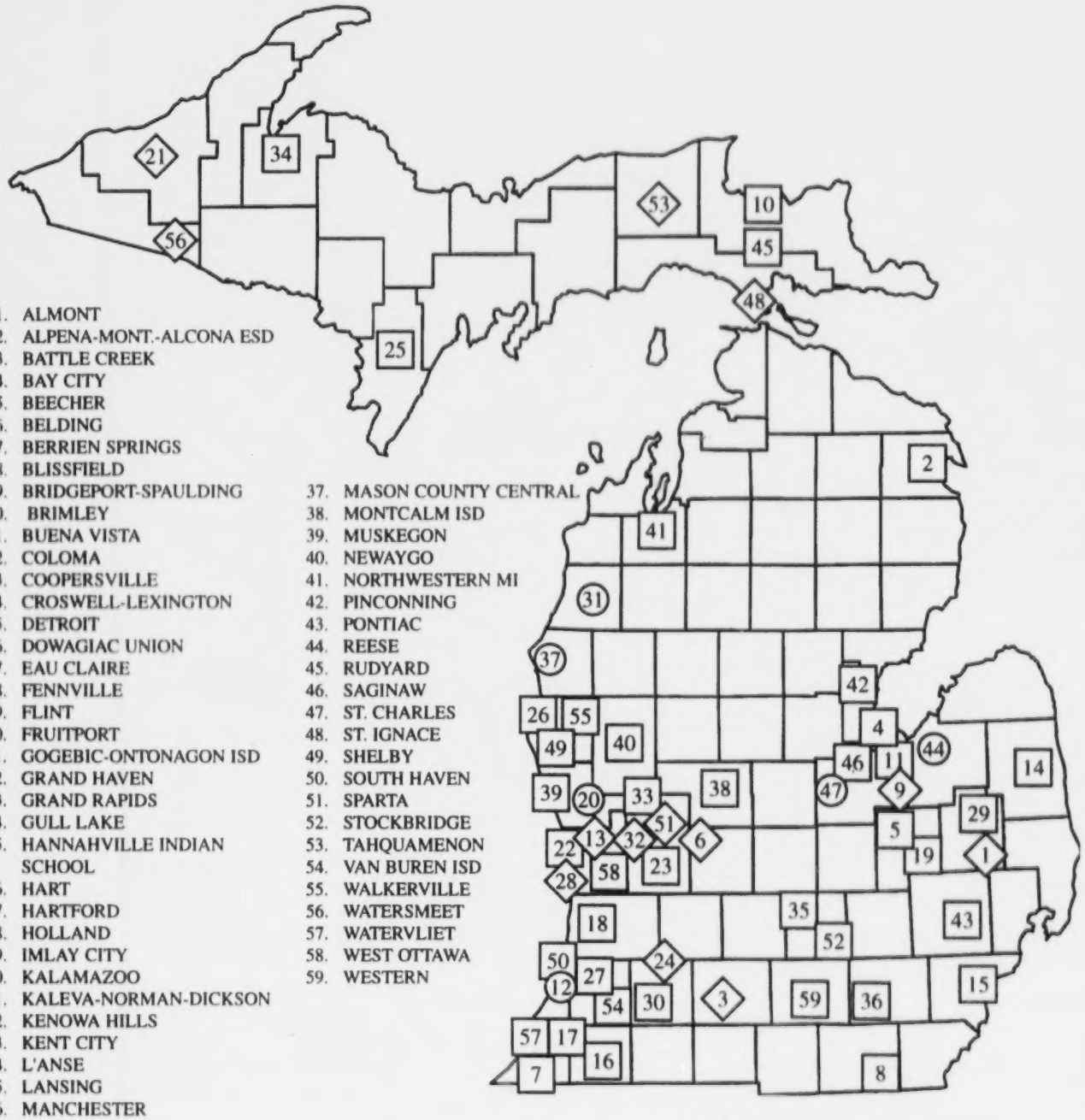

Table 8. 1995 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

AGE/GRADE	REGULAR SCHOOL YEAR 1994-95		SUMMER 1995	
	STUDENTS	% TOTAL	STUDENTS	% TOTAL
BIRTH — 2	444	3.1%	483	3.4%
AGES 3 — 5	1,013	7.0%	1,771	12.6%
K	1,237	8.5%	1,234	8.8%
1	1,268	8.7%	1,239	8.8%
2	1,293	8.9%	1,175	8.4%
3	1,134	7.8%	1,055	7.5%
4	1,150	7.9%	1,070	7.6%
5	1,133	7.8%	1,027	7.3%
6	1,097	7.5%	957	6.8%
7	1,026	7.1%	821	5.8%
8	968	6.7%	747	5.3%
9	870	6.0%	502	3.6%
10	597	4.1%	437	3.1%
11	439	3.0%	378	2.7%
12	261	1.8%	160	1.1%
OUT OF SCHOOL	503	3.5%	764	5.4%
UNGRADED	115	0.8%	219	1.6%
TOTAL	*14,548*	*100.0%*	*14,039*	*100.0%*

Duplicated Count: A child served during the Regular School Year and during Summer is counted twice, once under each term.
The unduplicated count of migratory children served during both terms in 1995 was 21,163.

Source: 1995 Michigan Migrant Education Performance Report, Migrant Education Program, Michigan Department of Education, Lansing, Mich., Nov. 1995.

Table 9. 1994 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

AGE/GRADE	REGULAR SCHOOL YEAR 1993-94				SUMMER 1994			
	CURRENT	FORMER	TOTAL	% TOTAL	CURRENT	FORMER	TOTAL	% TOTAL
BIRTH — 2	249	42	291	3.0%	705	120	825	9.1%
AGES 3 — 5	259	225	484	5.0%	646	264	910	10.0%
K	528	316	844	8.7%	553	265	818	9.0%
1	594	414	414	4.2%	546	285	831	9.1%
2	507	382	889	9.1%	504	257	761	8.4%
3	508	398	906	9.3%	491	232	723	7.9%
4	500	395	895	9.2%	503	238	741	8.1%
5	469	351	820	8.4%	417	183	600	6.6%
6	460	335	795	8.2%	436	177	613	6.7%
7	441	298	739	7.6%	397	163	560	6.2%
8	390	298	688	7.1%	340	121	461	5.1%
9	315	272	587	6.0%	399	103	502	5.5%
10	258	212	470	4.8%	230	55	285	3.1%
11	160	150	310	3.2%	173	51	224	2.5%
12	85	131	216	2.2%	51	14	65	0.7%
OUT OF SCHOOL	93	252	345	3.5%	17	18	35	0.4%
UNGRADED	28	22	50	0.5%	121	21	142	1.6%
TOTAL	*5,844*	*4,493*	*9,743*	*100.0%*	*6,529*	*2,567*	*9,096*	*100%*

Duplicated Count: A child served during the Regular School Year and during Summer is counted twice, once under each term.
The unduplicated count of migratory children served during both terms in 1994 was 15,458.

Source: 1994 Michigan Migrant Education Performance Report, Migrant Education Program, Michigan Department of Education, Lansing, Mich., March. 1995.

Table 10. 1993 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

AGE/GRADE	REGULAR SCHOOL YEAR 1992-93				SUMMER 1993			
	CURRENT	FORMER	TOTAL	% TOTAL	CURRENT	FORMER	TOTAL	% TOTAL
BIRTH — 2	255	116	371	3.2%	866	271	1,137	8.5%
AGES 3 — 5	282	397	679	5.9%	874	577	1,451	10.9%
K	537	337	874	7.6%	697	528	1,225	9.2%
1	559	424	983	8.5%	703	533	1,236	9.3%
2	540	414	954	8.3%	633	510	1,143	8.6%
3	543	402	945	8.2%	617	567	1,184	8.9%
4	509	367	876	7.6%	613	455	1,068	8.0%
5	490	356	846	7.3%	551	394	945	7.1%
6	453	340	793	6.9%	491	357	848	6.4%
7	453	324	777	6.7%	502	305	807	6.1%
8	344	286	630	5.5%	396	222	618	4.6%
9	385	290	675	5.8%	441	176	617	4.6%
10	246	222	468	4.0%	298	110	408	3.1%
11	169	184	353	3.1%	192	82	274	2.1%
12	111	156	267	2.3%	66	21	87	0.7%
OUT OF SCHOOL	293	734	1,027	8.9%	51	77	128	1.0%
UNGRADED	23	17	40	0.3%	100	28	128	1.0%
TOTAL	*6,192*	*5,366*	*11,558*	*100.0%*	*8,091*	*5,213*	*13,304*	*100.0%*

Duplicated Count: A child served during the Regular School Year and during Summer is counted twice, once under each term.
The unduplicated count of migratory children served during both terms in 1993 was 19,167.

Source: 1993 Michigan Migrant Education Performance Report, Migrant Education Program, Michigan Department of Education, Lansing, Mich., March. 1994.

Table 11. 1992 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

AGE/GRADE	REGULAR SCHOOL YEAR 1991-92				SUMMER 1992			
	CURRENT	FORMER	TOTAL	% TOTAL	CURRENT	FORMER	TOTAL	% TOTAL
BIRTH — 2	314	94	408	2.7%	984	269	1,253	8.2%
AGES 3 — 5	526	456	982	6.6%	1,384	714	2,098	13.7%
K	846	592	1,438	9.7%	859	632	1,491	9.7%
1	837	621	1,458	9.8%	857	628	1,485	9.7%
2	778	672	1,450	9.8%	797	572	1,369	8.9%
3	701	583	1,284	8.6%	756	550	1,306	8.5%
4	705	580	1,285	8.7%	667	518	1,185	7.7%
5	625	519	1,144	7.7%	626	434	1,060	6.9%
6	599	496	1,095	7.4%	584	382	966	6.3%
7	551	449	1,000	6.7%	485	285	770	5.0%
8	451	424	875	5.9%	413	235	648	4.2%
9	458	382	840	5.7%	424	191	615	4.0%
10	354	308	662	4.5%	278	130	408	2.7%
11	231	248	479	3.2%	205	118	323	2.1%
12	113	159	272	1.8%	61	31	92	0.6%
OUT OF SCHOOL	28	25	53	0.4%	60	56	116	0.8%
UNGRADED	65	55	120	0.8%	87	35	122	0.8%
TOTAL	*8,182*	*6,663*	*14,845*	*100.0%*	*9,527*	*5,780*	*15,307*	*100%*

Duplicated Count: A child served during the Regular School Year and during Summer is counted twice, once under each term.
The unduplicated count of migratory children served during both terms in 1992 was 21,131.

Source: 1992 Michigan Migrant Education Performance Report, Migrant Education Program, Michigan Department of Education, Lansing, Mich., March. 1993.

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Table 12. 1991 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

AGE/GRADE	REGULAR SCHOOL YEAR 1990-91				SUMMER 1991			
	CURRENT	FORMER	TOTAL	% TOTAL	CURRENT	FORMER	TOTAL	% TOTAL
BIRTH — 2	154	29	183	1.5%	449	63	512	3.8%
AGES 3 — 5	298	303	601	4.8%	1,150	531	1,681	12.5%
K	687	513	1,200	9.6%	817	497	1,314	9.8%
1	713	580	1,293	10.3%	790	596	1,386	10.3%
2	682	473	1,155	9.2%	731	463	1,194	8.9%
3	609	517	1,126	9.0%	677	484	1,161	8.6%
4	597	448	1,045	8.3%	645	417	1,062	7.9%
5	560	467	1,027	8.2%	555	386	941	7.0%
6	527	401	928	7.4%	488	331	819	6.1%
7	517	379	896	7.2%	458	265	723	5.4%
8	466	355	821	6.6%	357	217	574	4.3%
9	401	348	749	6.0%	365	161	526	3.9%
10	312	291	603	4.8%	256	123	379	2.8%
11	181	183	364	2.9%	191	91	282	2.1%
12	121	141	262	2.1%	58	34	92	0.7%
UNGRADED	21	19	40	0.3%	94	38	132	1.0%
OTHER	75	160	235	1.9%	394	266	660	4.9%
TOTAL	*6,921*	*5,607*	*12,528*	*100.0%*	*8,475*	*4,963*	*13,438*	*100.0%*

Duplicated Count: A child served during the Regular School Year and during Summer is counted twice, once under each term.
The unduplicated count of migratory children served during both terms in 1991 was 19,209.

Source: 1991 Michigan Migrant Education Performance Report, Migrant Education Program, Michigan Department of Education, Lansing, Mich., FEB., 1992.

Table 13. 1990 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

AGE/GRADE	REGULAR SCHOOL YEAR 1989-90				SUMMER 1990			
	CURRENT	FORMER	TOTAL	% TOTAL	CURRENT	FORMER	TOTAL	% TOTAL
BIRTH — 2	98	8	106	1.1%	518	43	561	4.3%
AGES 3 — 5	158	53	211	2.2%	1,001	492	1,493	11.5%
K	668	303	971	10.0%	822	552	1,374	10.5%
1	675	357	1,032	10.7%	786	487	1,273	9.8%
2	616	368	984	10.2%	737	437	1,174	9.0%
3	583	331	914	9.4%	695	420	1,115	8.6%
4	547	364	911	9.4%	659	406	1,065	8.2%
5	502	272	774	8.0%	593	316	909	7.0%
6	475	278	753	7.8%	498	292	790	6.1%
7	502	263	765	7.9%	476	244	720	5.5%
8	418	226	644	6.6%	430	170	600	4.6%
9	417	240	657	6.8%	363	180	543	4.2%
10	263	184	447	4.6%	265	125	390	3.0%
11	133	138	271	2.8%	177	82	259	2.0%
12	86	99	185	1.9%	41	38	79	0.6%
UNGRADED	17	7	24	0.2%	89	38	127	1.0%
OTHER	24	16	40	0.4%	334	230	564	4.3%
TOTAL	*6,182*	*3,507*	*9,689*	*100.0%*	*8,484*	*4,552*	*13,036*	*100.0%*

Duplicated Count: A child served during the Regular School Year and during Summer is counted twice, once under each term.
The unduplicated count of migratory children served during both terms in 1990 was 17,957.

Source: 1990 Michigan Migrant Education Performance Report, Migrant Education Program, Michigan Department of Education, Lansing, Mich., Feb., 1991.

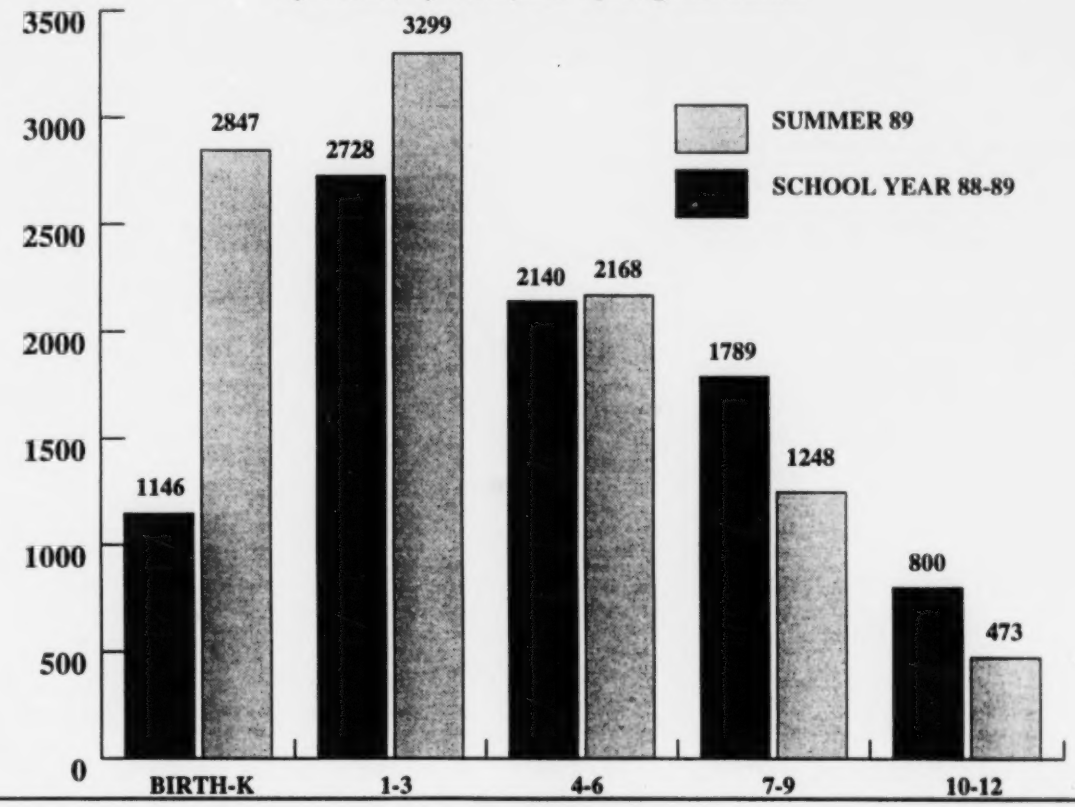
Table 14. 1989 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status

AGE/GRADE	REGULAR SCHOOL YEAR 1988-89				SUMMER 1989			
	CURRENT	FORMER	TOTAL	% TOTAL	CURRENT	FORMER	TOTAL	% TOTAL
BIRTH — 2	76	1	77	0.9%	497	32	529	5.1%
AGES 3 — 5	116	42	158	1.8%	798	312	1,110	10.7%
K	575	336	911	10.3%	777	431	1,208	11.6%
1	609	361	970	11.0%	753	434	1,187	11.4%
2	547	331	878	9.9%	687	390	1,077	10.4%
3	503	377	880	10.0%	638	397	1,035	9.9%
4	450	275	725	8.2%	534	279	813	7.8%
5	435	301	736	8.3%	446	301	747	7.2%
6	435	244	679	7.7%	385	223	608	5.8%
7	395	264	659	7.5%	294	198	492	4.7%
8	392	240	632	7.2%	267	162	429	4.1%
9	293	205	498	5.6%	227	100	327	3.1%
10	225	166	391	4.4%	166	80	246	2.4%
11	130	117	247	2.8%	111	60	171	1.6%
12	76	86	162	1.8%	41	15	56	0.5%
UNGRADED	4	7	11	0.1%	30	12	42	0.4%
OTHER	0	213	213	2.4%	327	0	327	3.1%
TOTAL	*5,261*	*3,566*	*8,827*	*100.0%*	*6,978*	*3,426*	*10,404*	*100.0%*

Duplicated Count: A child served during the Regular School Year and during Summer is counted twice, once under each term. The unduplicated count of migratory children served during both terms in 1989 was 15,135.

Source: 1989 Michigan Migrant Education Performance Report, Migrant Education Program, Michigan Department of Education, Lansing, Mich., Feb., 1990.

Chart 17. 1989 Migratory Children in Michigan Served by Migrant Education Programs by Grade, by Term, and by Migrant Status



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Julian Samora Research Institute
Michigan State University
112 Paolucci Building
East Lansing, MI 48824-1110